DOCUMENT RESUME

ED 386 543 CE 069 765

TITLE	Employability. Occupational Competency Analysis Profile.
INSTITUTION	Ohio State Univ., Columbus. Vocational Instructional Materials Lab.
SPONS AGENCY	Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE	95
NOTE	16p.
AVAILABLE FROM	Vocational Instructional Materials Laboratory, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. OCAP-ES: $3).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Competence; Competency Based Education; *Employment Potential; *Entry Workers; *Job Skills; *Occupational Information; Postsecondary Education; Secondary Education; State Standards; Task Analysis; *Vocational Education
IDENTIFIERS	*Ohio

ABSTRACT

This Occupational Competency Analysis Profile (OCAP) is one of a series of competency lists, verified by expert workers, that have evolved from a modified DACUM (Developing a Curriculum) job analysis process involving business, industry, labor, and community agency representatives from throughout Ohio. This OCAP identifies the employability skills or competencies needed to enter the job market. The OCAP clusters the competencies into broader units and details the knowledge, skills, and attitudes (competency builders) needed to perform each competency. Within the competency list are two levels of items: core items, which are essential for entry-level employment, are required to be taught and are the basis for questions on the Ohio Vocational Competency Assessment (OVCA); and advancing items, those needed to advance in a given occupation. The competencies are clustered into the following 12 units: career development; decision making and problem solving; work ethic; job-seeking skills; job retention and career advancement skills; technology in the workplace; lifelong learning; economic education; balancing work and family; citizenship in the workplace; leadership; and entrepreneurship. (KC)

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OCCUPATIONAL COMPETENCY ANALYSIS PROFILE

EMPLOYABILITY

ED 386 543

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Vocational Education
Ohio's Future at Work

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CE 069 765

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Introduction

What is an OCAP?

According to the *Action Plan for Accelerating the Modernization of Vocational Education: Ohio's Future at Work*—

> A comprehensive and verified employer competency list will be developed and kept current for each program
>
> —Imperative 3, Objective 2—

The Occupational Competency Analysis Profiles (OCAPs) are the Ohio Division of Vocational and Adult Education's response to that objective.

OCAPs are competency lists—verified by expert workers—that evolve from a modified DACUM job analysis process involving business, industry, labor, and community agency representatives from throughout Ohio. The OCAP process is directed by the Vocational Instructional Materials Laboratory located at The Ohio State University's Center on Education and Training for Employment.

How is the OCAP used?

The OCAP for each vocational education program identifies the occupational, academic, and employability skills (or competencies) needed to enter a given occupation or occupational area. The OCAP not only lists the *competencies* but also clusters those competencies into broader *units* and details the knowledge, skills, and attitudes (*competency builders*) needed to perform each competency.

Within the competency list are two levels of items: core and advancing. *Core items*, which are essential for entry-level employment, are required to be taught and are the basis for questions on the Ohio Vocational Competency Assessment (OVCA). *Advancing items* (marked with an asterisk) are those needed to advance in a given occupation.

School districts may add as many units, competencies, and/or competency builders as desired to reflect local employment needs, trends, and specialties. Local advisory committees should be actively involved in the identification and verification of additional items. Vocational and applied academic instructors will be able to formulate their courses of study using the varied contents of the OCAP and will be able to monitor competency gains via the new criterion-referenced competency testing program, which is tied to the competencies identified on the OCAP.

This OCAP provides just the employability component of the program OCAPs, but it, too, follows the OCAP structure and was verified by expert workers from throughout Ohio.

Notes

Occupational Competency Analysis Profile:

Employability

Unit 1: Career Development

Competency 1.1: Investigate career options

Competency Builders:

1.1.1 Determine interests and aptitudes
1.1.2 Identify career options
1.1.3 Research interests, knowledge, abilities, and skills needed in an occupation
1.1.4 Select careers that best match interests and aptitudes
1.1.5 Identify advantages and disadvantages of career options, including self-employment and nontraditional careers

Competency 1.2: Utilize career information

Competency Builders:

1.2.1 Identify a range of career information resources
1.2.2 Use a range of resources to obtain career information (e.g., handbooks, career materials, labor market information, and computerized career-information delivery systems)
1.2.3 Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., *Dictionary of Occupational Titles*)
1.2.4 Describe the educational requirements of various occupations
1.2.5 Identify individuals in selected occupations as possible information resources, role models, or mentors
1.2.6 Describe the impact of factors such as population, climate, employment trends, and geographic location on occupational opportunities
1.2.7 Assess differences in the wages, benefits, annual incomes, cost of living, and job opportunties associated with selected career options
1.2.8 Determine labor market projections for selected career options

Competency 1.3: Participate in a career exploration activity

Competency Builders:

1.3.1 Identify career exploration activities (e.g., job shadowing, mentoring, volunteer experiences, part-time employment, and cooperative education)
1.3.2 Compare traits, skills, and characteristics required for specific career choices with individual's traits, skills, and characteristics
1.3.3 Recognize potential conflicts between personal characteristics and career choice areas
1.3.4 Describe the impact of exploration activities on current career choices

Competency 1.4: Assess the relationship between educational achievement and career planning

Competency Builders:

1.4.1 Describe how skills developed in academic and vocational programs relate to career goals
1.4.2 Describe how education relates to the selection of a college major, further training, and/or entry into the job market
1.4.3 Identify skills that can apply to a variety of occupational requirements
1.4.4 Explain the importance of possessing learning skills in the workplace

Competency 1.5: Develop an individual career plan

Competency Builders:

1.5.1 Identify career goal(s)
1.5.2 Identify worker conditions, education, training, and employment opportunities related to selected career goal(s)
1.5.3 Describe school and community resources available to help achieve career goal(s)
1.5.4 Identify career ladders possible within selected career goal(s)*
1.5.5 Identify additional experiences needed to move up identified career ladders*
1.5.6 Recognize that changes may require retraining and upgrading of employees' skills

Competency 1.6: Annually review/revise the individual career plan

Competency Builders:

1.6.1 Identify experiences that have reinforced selection of the specific career goal(s) listed on the individual career plan
1.6.2 Identify experiences that have changed the specific career goal(s) listed on the individual career plan
1.6.3 Modify the career goals(s) and educational plans on the individual career plan
1.6.4 Ensure that parents or guardians provide input into the individual career plan process
1.6.5 Identify the correlation between the individual career plan and the actual courses to be taken in high school
1.6.6 Identify the correlation between the individual career plan and postsecondary training, adult education, or employment

Unit 2: Decision Making and Problem Solving

Competency 2.1: Apply decision-making techniques in the workplace

Competency Builders:

2.1.1 Identify the decision to be made
2.1.2 Compare alternatives
2.1.3 Determine the consequences of each alternative
2.1.4 Make decisions based on values and goals
2.1.5 Evaluate the decision made

Competency 2.2: Apply problem-solving techniques in the workplace

Competency Builders:

2.2.1 Diagnose the problem, its urgency, and its causes
2.2.2 Identify alternatives and their consequences in relation to the problem
2.2.3 Recognize multicultural and nonsexist dimensions of problem solving
2.2.4 Explore possible solutions to the problem using a variety of resources
2.2.5 Compare/contrast the advantages and disadvantages of each solution
2.2.6 Determine appropriate action
2.2.7 Implement action
2.2.8 Evaluate results of action implemented

Unit 3: Work Ethic

Competency 3.1: Evaluate the relationship of self-esteem to work ethic

Competency Builders:

3.1.1 Identify special characteristics and abilities in self and others
3.1.2 Identify internal and external factors that affect self-esteem
3.1.3 Identify how individual characteristics relate to achieving personal, social, educational, and career goals
3.1.4 Identify the relationship between personal behavior and self-concept

Competency 3.2: Analyze the relationship of personal values and goals to work ethic both in and out of the workplace

Competency Builders:

3.2.1 Distinguish between values and goals
3.2.2 Determine the importance of values and goals
3.2.3 Evaluate how one's values affect one's goals
3.2.4 Identify own short- and long-term goals
3.2.5 Prioritize own short- and long-term goals
3.2.6 Identify how one's values are reflected in one's work ethic
3.2.7 Identify how interactions in the workplace affect one's work ethic
3.2.8 Identify how life changes affect one's work ethic

Competency 3.3: Demonstrate work ethic

Competency Builders:

3.3.1 Examine factors that influence work ethic
3.3.2 Display initiative
3.3.3 Demonstrate dependable attendance and punctuality
3.3.4 Demonstrate organizational skills
3.3.5 Adhere to schedules and deadlines
3.3.6 Demonstrate a willingness to learn
3.3.7 Demonstrate a willingness to accept feedback and evaluation
3.3.8 Demonstrate interpersonal skills required for working with and for others

Continued

Competency 3.3: ***Demonstrate work ethic—Continued***

3.3.9 Describe appropriate employer-employee interactions for various situations
3.3.10 Express feelings and ideas in an appropriate manner for the workplace

Competency 3.4: Demonstrate safety skills

Competency Builders:

3.4.1 Practice safe work habits
3.4.2 Identify safety hazards
3.4.3 Employ preventative safety measures
3.4.4 Demonstrate appropriate care and use of equipment and facilities to ensure safety
3.4.5 Comply with safety and emergency procedures

Unit 4: Job-Seeking Skills

Competency 4.1: Prepare for employment

Competency Builders:

4.1.1 Identify traditional and nontraditional employment sources
4.1.2 Utilize employment sources
4.1.3 Research job opportunities, including nontraditional careers
4.1.4 Interpret equal employment opportunity laws
4.1.5 Explain the critical importance of personal appearance, hygiene, and demeanor throughout the employment process
4.1.6 Prepare for generic employment tests and those specific to an occupation/organization

Competency 4.2: Develop a résumé

Competency Builders:

4.2.1 Identify personal strengths and weaknesses
4.2.2 List skills and/or abilities, career objective(s), accomplishments/achievements, educational background, work experience, volunteer/community contributions, and organizational memberships
4.2.3 Select an acceptable résumé format
4.2.4 Use correct grammar and spelling and concise wording
4.2.5 Secure references
4.2.6 Complete the résumé

Competency 4.3: Complete the job application process

Competency Builders:

4.3.1 Explain the importance of an application form
4.3.2 Obtain job application forms
4.3.3 Demonstrate appropriate behaviors (e.g., personal appearance, hygiene, and demeanor) for obtaining job application forms in person
4.3.4 Describe methods for handling illegal questions on job application forms
4.3.5 Demonstrate legible written communication skills using correct grammar and spelling and concise wording

Continued

Competency 4.3: ***Complete the job application process—Continued***

4.3.6 Return application to appropriate person
4.3.7 Request interview
4.3.8 Follow up on application status

Competency 4.4: Demonstrate interviewing skills

Competency Builders:

4.4.1 Investigate interview procedures
4.4.2 Demonstrate appropriate behaviors (e.g. appearance, hygiene, and demeanor) for the interview
4.4.3 Demonstrate question-and-answer techniques
4.4.4 Demonstrate methods for handling difficult and/or illegal interview questions
4.4.5 Use correct grammar and concise wording

Competency 4.5: Secure employment

Competency Builders:

4.5.1 Identify present and future employment opportunities within an occupation/organization
4.5.2 Research the organization/company
4.5.3 Use follow-up techniques to enhance employment potential
4.5.4 Evaluate job offer(s)
4.5.5 Respond to job offer(s)

Unit 5: Job Retention and Career Advancement Skills

Competency 5.1: Analyze the organizational structure of the workplace

Competency Builders:

5.1.1 Identify employer expectations regarding job performance, work habits, attitudes, personal appearance, and hygiene
5.1.2 Comply with company policies and procedures
5.1.3 Examine the role/relationship between employee and employer
5.1.4 Recognize opportunities for advancement and reasons for termination
5.1.5 Recognize the organization's ethics.

Competency 5.2: Maintain positive relations with others

Competency Builders:

5.2.1 Exhibit appropriate work habits and attitudes
5.2.2 Identify behaviors for establishing successful working relationships
5.2.3 Cooperate through teamwork and group participation
5.2.4 Demonstrate a willingness to compromise
5.2.5 Identify methods for dealing with harassment, bias, and discrimination based on race, color, national origin, gender, religion, disability, or age
5.2.6 Cooperate with authority
5.2.7 Accept supervision

Competency 5.3: Demonstrate accepted social and work behaviors

Competency Builders

5.3.1 Demonstrate a positive attitude
5.3.2 Demonstrate accepted conversation skills
5.3.3 Use good manners
5.3.4 Accept responsibility for assigned tasks
5.3.5 Demonstrate personal hygiene
5.3.6 Demonstrate knowledge of a position
5.3.7 Perform quality work

Competency 5.4: Analyze opportunities for personal and career growth*

Competency Builders:

5.4.1 Determine opportunities within chosen occupation/organization*
5.4.2 Determine other career opportunities outside chosen occupation/ organization*
5.4.3 Evaluate the factors involved in considering a new position within or outside an occupation/ organization*
5.4.4 Exhibit characteristics needed for advancement*

Unit 6: Technology in the Workplace

Competency 6.1: Demonstrate knowledge of technology issues

Competency Builders:

6.1.1 Demonstrate knowledge of the characteristics of technology
6.1.2 Demonstrate knowledge of how technology systems are applied
6.1.3 Assess the impact of technology on the individual, society, and environment
6.1.4 Demonstrate knowledge of the evolution of technology
6.1.5 Identify how people, information, tools and machines, energy, capital, physical space, and time influence the selection and use of technology
6.1.6 Identify legal and ethical issues related to technology (e.g., confidentiality, information sharing, copyright protection)

Competency 6.2: Demonstrate skills related to technology issues

Competency Builders:

6.2.1 Exhibit willingness to adapt to technological change
6.2.2 Utilize technological systems
6.2.3 Utilize a variety of resources and processes to solve technological problems
6.2.4 Employ higher-order thinking skills for solving technological problems
6.2.5 Work as a team member in solving technological problems
6.2.6 Use technology in a safe and responsible manner
6.2.7 Apply science, mathematics, communication, and social studies concepts to solve technological problems
6.2.8 Demonstrate ingenuity and creativity in the use of technology*
6.2.9 Utilize a formal method (systems approach) in solving technological problems*

Unit 7: Lifelong Learning

Competency 7.1: Apply lifelong learning practices to individual situations

Competency Builders:

7.1.1 Define lifelong learning
7.1.2 Identify factors that cause the need for lifelong learning
7.1.3 Identify changes that may require the retraining and upgrading of employee's skills
7.1.4 Identify avenues for lifelong learning
7.1.5 Participate in lifelong learning activities

Competency 7.2: Adapt to change

Competency Builders:

7.2.1 Analyze the causes and effects of change
7.2.2 Identify the effect of change on goals
7.2.3 Identify the importance of flexibility when reevaluating goals
7.2.4 Evaluate the need for lifelong learning experiences in adapting to change

Unit 8: Economic Education

Competency 8.1: Analyze how an economy functions as a whole

Competency Builders:

8.1.1 Describe how individuals and societies make choices to satisfy needs and wants with limited resources
8.1.2 Identify how production factors (land, labor, capital, and entrepreneurship) are used to produce goods and services
8.1.3 Illustrate how individuals and households exchange their resources for the income they use to buy goods and services
8.1.4 Explain how individuals and business firms use resources to produce goods and services to generate income
8.1.5 Identify characteristics of command, market, and traditional economies*
8.1.6 Describe how all levels of government assess taxes in order to provide services

Competency 8.2: Analyze how an economic system is a framework within which decisions are made by individuals and groups

Competency Builders:

8.2.1 List several individuals and groups that make economic decisions at the local, state, and national levels
8.2.2 Identify the important roles that local, state, and national governments play in a market economy
8.2.3 List examples of how government decisions affect individuals

Continued

Competency 8.2: ***Analyze how an economic system is a framework within which decisions are made by individuals and groups—Continued***

8.2.4 Identify how geographic locations affect the political and economic systems of the world
8.2.5 Evaluate how markets allocate goods and services
8.2.6 Explain how resources, goods, and services are exchanged in markets
8.2.7 Explain competition and its effect on the market

Competency 8.3: Analyze the importance of making informed personal financial decisions

Competency Builders:

8.3.1 Describe the need for personal management records
8.3.2 Create a personal budget
8.3.3 Create a budget for a family of four for one month
8.3.4 Explain how credit affects personal/family finances
8.3.5 Identify steps to avoid credit problems
8.3.6 Make informed consumer choices in response to personal needs and wants
8.3.7 Identify factors that influence consumer decisions (e.g., advertisements, peer groups, price, and location)
8.3.8 Explain the costs and benefits for individuals of various types of taxation at the local, state, and federal levels

Unit 9: Balancing Work and Family

Competency 9.1: Analyze the effects of family on work

Competency Builders:

9.1.1 Recognize how family values, goals, and priorities are reflected in the workplace
9.1.2 Identify present and future family structures and responsibilities
9.1.3 Describe personal and family roles
9.1.4 Analyze concerns of working parent(s)
9.1.5 Examine how family responsibilities can conflict with work
9.1.6 Identify ways to resolve family-related conflicts
9.1.7 Explain how to use support systems/community resources to help resolve family-related conflicts

Competency 9.2: Analyze the effects of work on family

Competency Builders:

9.2.1 Identify responsibilities associated with paid and nonpaid work
9.2.2 Compare the advantages and disadvantages of multiple incomes
9.2.3 Explain how work can conflict with family responsibilities
9.2.4 Explain how work-related stress can affect families
9.2.5 Identify family support systems and resources

Unit 10: Citizenship in the Workplace

Competency 10.1: Exercise the rights and responsibilities of citizenship in the workplace

Competency Builders:

10.1.1 Identify the basic rights and responsibilities of citizenship in the workplace
10.1.2 Identify situations in which compromise is necessary
10.1.3 Examine how individuals from various backgrounds contribute to the workplace
10.1.4 Demonstrate initiative to facilitate cooperation
10.1.5 Give/receive constructive criticism to enhance cooperation

Competency 10.2: Prepare to work in a multicultural society

Competency Builders:

10.2.1 Identify ways to live in a multicultural society with mutual respect and appreciation for others
10.2.2 Examine how culture and experience create differences in people
10.2.3 Demonstrate respect for the contributions made by all people
10.2.4 Investigate personal cultural background as a means of developing self-respect
10.2.5 Make personal choices that reduce discrimination, isolation, and prejudice
10.2.6 Work effectively with people irrespective of their race, gender, religion, ethnicity, disability, age, or cultural background

Unit 11: Leadership

Competency 11.1: Evaluate leadership styles appropriate for the workplace

Competency Builders:

11.1.1 Identify characteristics of effective leaders
11.1.2 Compare leadership styles
11.1.3 Demonstrate effective delegation skills
11.1.4 Investigate empowerment concepts
11.1.5 Identify opportunities to lead in the workplace

Competency 11.2: Demonstrate effective teamwork skills

Competency Builders:

11.2.1 Identify the characteristics of a valuable team member
11.2.2 Identify methods of involving each team member
11.2.3 Contribute to team efficiency and success
11.2.4 Determine ways to motivate team members

Competency 11.3: Utilize effective communication skills

Competency Builders:

11.3.1 Identify the importance of listening
11.3.2 Demonstrate effective listening skills
11.3.3 Demonstrate assertive communication techniques
11.3.4 Recognize the importance of verbal and nonverbal cues and messages
11.3.5 Prepare written material
11.3.6 Analyze written material
11.3.7 Give/receive feedback
11.3.8 Communicate thoughts
11.3.9 Use appropriate language
11.3.10 Follow oral and written instructions
11.3.11 Demonstrate effective telephone techniques
11.3.12 Identify technology in communications

Unit 12: Entrepreneurship

Competency 12.1: Evaluate the role of small business

Competency Builders:

12.1.1 Identify the impact of small business on the local economy
12.1.2 Examine the relationship of small business to a national (USA) and global economy
12.1.3 Identify factors that contribute to the success of small business
12.1.4 Identify factors that contribute to the failure of small business
12.1.5 Identify the components of a business plan

Competency 12.2: Examine entrepreneurship as a personal career option

Competency Builders:

12.2.1 Evaluate personal interests and skills
12.2.2 Compare personal interests and skills with those necessary for entrepreneurship
12.2.3 Determine motives for becoming an entrepreneur
12.2.4 Identify the advantages and disadvantages of owning a small business
12.2.5 Compare business ownership to working for others

Verification Panel

The Vocational Instructional Materials Laboratory wishes to extend thanks and appreciation to the many representatives of business, industry, labor, and community organizations who donated their time and expertise to the identification and revalidation of competencies.

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